School Context
Booral Public School is a picturesque primary school located in a rural environment centred on the Bucketts Way. The school is a proud member of "The Bucketts Way and Myall Lakes Community of Schools", being situated central to both.

Our school has a current enrolment of 91 students. Those who attend the school come from a diverse range of socio-economic backgrounds.

Booral Public enjoys a friendly and welcoming relationship with the local community and we are generously supported by our parent body. We have also established productive and collaborative links with neighbouring schools in the area.

Students
In 2013, the students were grouped into three classes; K/1, 2/3 and 4/5/6. There were 63 students enrolled; 31 boys and 32 girls, with the majority of students in the lower grades.

Staff
All teaching staff members meet the professional requirements for teaching in public schools in NSW. Booral Public School currently employs 3 classroom teachers, one of which is employed on a temporary contract. A teaching principal who has the combined role of library, learning support and Relief from Face to Face (RFF).

All staff members have access to ongoing professional learning opportunities, in face to face learning situations and group or individual on-line experiences.

Principal’s Message
It is with great pride that I present the 2013 annual school report for Booral Public School. I am extremely proud of the achievements of our students this year and the endeavors of our staff to meet the learning outcomes of students in a constructive, supportive and productive school environment.

As always, we were strongly supported by our hard-working and dedicated P&C, who not only raised funds to supplement our programs and enhance our playground, but also provided catering for our special morning teas, managed and staffed the canteen and supported the school and students in many other ways.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Anthony Pearson

P & C Message
In 2013 we welcomed our new Principal, Anthony Pearson. Anthony hit the ground running, and his unwavering support of the P&C helped make our year so successful. We achieved so much this year, organising large events, running highly successful raffles, and continuing our support for the School. I would like to thank all P&C members for such a great year! It was a huge effort by our small, yet highly motivated committee, and I am so proud of what we have achieved. My thanks also extend to the teachers and staff for their support of the P&C, and I would also like to acknowledge the students of Booral Public School who support the P&C initiatives and appreciate the benefits that a successful P&C can provide.

The success of our fundraising activities, which include the canteen, Mother’s/Father’s Day stalls, Easter/Christmas raffles and, of course, our highly successful Fete allowed us to continue our significant financial contributions to the school, while also building on our funds in preparation for the 150th Anniversary in 2015. Again this year the P&C was able to subsidise excursions, sporting programs and the school band.

Thank you to Juanita Ross for coordinating the canteen this year. The support the students give to the canteen shows how much they appreciate it. It is a great service to offer the students and staff, and is a way of raising additional funds for the P&C. Thank you also to the volunteers who generously donate their time to running the canteen. We are truly grateful for your support.
Fleur Waters again generously volunteered her time to run the uniform shop. Her proficiency saw the seamless introduction of the new gold and royal blue polo shirt that replaced the pale blue polo shirt. The new shirts look fantastic and we so pleased that they have been embraced so quickly by parents and students!

Rebecca Gorton took over the fundraising portfolio this year, and did an amazing job organising the Mother’s Day and Father’s Day stalls and along with the raffles. A brilliant job was done by the whole committee in running a highly successful Fete in September. With the Fete concept in hiatus for 7 years, we certainly made up for it in 2013! Countless hours were spent painting signs, thanks Paula. Making crafts, thanks Rebecca, Fleur, Paula, Sherrie and Co. Gathering sponsors, thanks Julie. I would like to extend a special thank you to Kate Melmeh for generously donating her time to paint the beautiful stall signs, Leanne Courtney and family for their effort in organising the student plant stall, and especially to Anthony for his endless energy and support.

Our involvement in the first “Garage Sale Trail” (a National initiative supported by Great Lakes Council) gave us the opportunity to open our school grounds to the community and also raise some funds for the P&C, who organised a BBQ. The event was considered a success; given it was the first event of its kind. It gave the community a chance to see what a lovely school we have, and the feedback was very positive. We are hoping that an improved advertising campaign will build on the success of the inaugural event.

Also in there we managed to run the Luncheon Pavilion at the Stroud Brickthowing! Thanks to our committee members, and also the kindness of Dawn Allen from Stroud, who generously donated her time to assist us for the day, we managed to provide meals to the Brickthowing VIPs, and also serve food to the public. I must make special mention of Anthony, who managed to organise the children for the Street Parade, before spending the day in the kitchen! He was there from start to finish, which was a great help, but also a testament to his dedication to, and support of, the P&C.

For our Christmas Raffle, a new approach was taken. This year we decided to offer an iPad as 1st prize. The support was overwhelming, and as a result, our fundraising efforts were rewarded.

We thank all of those who kindly donated items for the raffles, stalls and also the fete, and those who supported our fundraising initiatives by attending, volunteering, donating or purchasing.

The schools ANZAC Day service was a credit to Booral Public School, as the students once again impressed our visitors and parents with their outstanding behaviour. The ANZAC assembly is a great way to commemorate this important day, and I would like to extend my thanks to the students, teachers, SRC and P&C members who made the assembly and morning tea such a success. We get such positive feedback from the VIPs that attend our service.

The P&C continues to support the great work of John Locke and the Booral School and Community Band. While only a small group, they represent our school community proudly. We look forward to continuing our support, and hope that we can attract some new members in the future.

What an amazing year we have had. I know we are all exhausted from all the events we have organised this year, but I am sure that after a rest, we will be ready to take it on again in 2014. Thank you all again so much for your tireless effort, dedication and support. I am so glad we were all able to maintain our senses of humour throughout it all!

Dayanna Finch
P&C President
**Student Information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student Enrolment Profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48</td>
<td>48</td>
<td>45</td>
<td>50</td>
<td>45</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>40</td>
<td>39</td>
<td>42</td>
<td>39</td>
<td>28</td>
<td>30</td>
</tr>
</tbody>
</table>

**Management of Non-Attendance**

Regular school attendance is vital for students’ academic development and assists in social well-being. The school newsletter is used to remind parents of the importance of regular attendance and the correct procedure for reporting their child’s absence. Attendance rolls are maintained by each classroom teacher and student attendance is regularly reviewed by the principal. Parents are contacted if absences remain unexplained. The Home School Liaison Officer may be contacted, where necessary.

**Student Attendance Profile**

Attendance at Booral Public School in 2013 was above the state average.
Workforce Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>On Call</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.506</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Booral Public School had 14% of staff identifying as Aboriginal in 2013.

In 2013 Booral Public School was appointed one classroom teacher, replacing an incentive transfer and a new teaching principal.

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0%</td>
</tr>
</tbody>
</table>

Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>64692.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>64842.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24644.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11191.22</td>
</tr>
<tr>
<td>Interest</td>
<td>2122.90</td>
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<tr>
<td>Trust receipts</td>
<td>2743.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>170237.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School Performance 2013

Academic Achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 – Literacy

(including Reading, Writing, Spelling and Grammar and Punctuation)

Thirteen students sat the 2013 NAPLAN tests in Literacy. 85% of students achieved National Minimum Standards or higher for Reading, Spelling and Grammar. 92% of students achieved National Minimum Standards or higher for Writing.

NAPLAN Year 3 - Numeracy

Thirteen students sat the 2013 NAPLAN tests in Numeracy. 85% of students achieved National Minimum Standards or higher for Numeracy.

NAPLAN Year 5 – Literacy

(including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small number of students that sat NAPLAN full results cannot be published. This is consistent with privacy and personal information policies.

NAPLAN Year 5 - Numeracy

Due to the small number of students that sat NAPLAN full results cannot be published. This is consistent with privacy and personal information policies.

Significant Programs and Initiatives

Arts

In addition to regular class programs, our school choir and the Booral School and Community Band performed on a number of occasions, including at assemblies and ANZAC service.

Sport

In 2013 Booral Public School continued to emphasise the importance of participation and enjoyment in physical activities. Fitness and sporting programs provided opportunities for students to gain self-confidence and develop a variety of physical and social skills.

Students participated in class fitness programs which emphasised fundamental movement skills and team sports. Combined swimming, cross country and athletics carnivals were conducted with Stroud and Stroud Road Public Schools. Many students progressed to district carnivals in cross country and athletics. Teams were entered in state knockout competitions, soccer and league tag gala days.

The whole school participated in the Premier's Sporting Challenge in which students achieved gold and platinum awards.
Other

Throughout 2013, Booral students participated in a variety of competitions, and environmental and community events.

Students in Years 5 and 6 participated in the Newcastle Permanent Building Society Mathematics Competition.

The school student leaders conducted the school’s Anzac service and assisted the P&C with the morning tea for the guests and local community members.

The school bush tucker garden was created and incorporated into the school’s NAIDOC activities. Plants selected are found in the local area creating a greater connection to our local environment.

Aboriginal Education

Booral Public School had 9 students who identify as Aboriginal in 2013.

Acknowledgement of Country, a protocol which pays respect to the traditional custodians of our land, is featured at school assemblies.

Aboriginal cultural, historical and contemporary issues are investigated by students, predominately in the key learning area of HSIE.

Multicultural Education

Key understandings and appreciation of the multicultural nature of contemporary Australian society are studied and interwoven into class HSIE units. Our students are developing an awareness of the contribution that people from different cultural backgrounds have made and continue to make to our society.

Technology

All classrooms are fitted with interactive whiteboards which are used across all key learning areas.

Selected students from Stage 2 and Stage 3 participated in e-learning projects designed to extend their learning. They participated in exhibition days at Gloucester with other students from the Bucketts Community of Schools.

Classes participated in a number of student-led video conferences with other schools across the state, using the connected classroom.

The K/1 class developed a class blog to display their work to parents and family, providing an authentic audience for their work.

Respect and Responsibility

Respect and responsibility underpin the welfare priorities at Booral Public School. They are two of our behaviour expectations, introduced as part of PBL, and students are encouraged to show respect for self, others and the environment. The values are displayed around the school and regularly referred to, and used to promote and reinforce positive behaviours and attitudes among the students.

The SRC provides students from years 1 to 6 with the opportunity to take on extra responsibilities of leading their fellow students and provide good role models.

Students from each class are awarded merit certificates at weekly assemblies. A student who has been exemplified the school values is selected to be ‘Student of the Month’, and other students who have displayed school values are awarded Booral Blues and go in a draw to win a canteen voucher. All students who achieve awards are recognised in the weekly school newsletter.

Booral students constantly receive acclaim from members outside the school community for their outstanding behaviour and attitude towards each other and others.
National Partnerships and Significant Commonwealth Initiatives


School Planning and Evaluation 2012—2014

School Evaluation Processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Sampling the school community.
- Collecting and analyzing school based data.
- Analyzing national based data.


School Priority 1

70% of students achieve or exceed expected learning clusters on the Literacy Continuum for Reading Texts, Comprehension and Aspects of Writing.

Outcomes from 2012–2014

The whole school showed an improvement in the target areas Reading, Comprehension and Writing. Staff actively involved themselves in professional learning and discussion. All students were plotted on the Literacy Continuum for Reading, Comprehension and Writing.

Evidence of progress towards outcomes in 2013:

- Whole school using Literacy Continuum to track student’s progress.
- 9% improvement in students meeting expected clusters. Beginning Term 2, 55% of students met expected clusters. End of Term 4, 64% of students met expected clusters.

Strategies to achieve these outcomes in 2014

- Continued tracking of students on Literacy Continuum.
- Professional development programs of L3 and Focus on Reading.
- Professional discussions between staff to support the growth and development of students.

School Priority 2

90% of students achieve or exceed NAPLAN National Benchmarks for Numeracy in Years 3 and 5.

Outcomes from 2012–2014

85% of students in Year 3 met or exceeded National Minimum Standards for Numeracy.
100% of students in Year 5 met or exceeded National Minimum Standards for Numeracy.

Evidence of progress towards outcomes in 2013:

- Staff undertook professional discussions relating to the Numeracy Continuum.
- Teaching and Learning programs reflect age/stage appropriate outcomes are taught to students.
- Students K-2 are plotted on the Numeracy Continuum.

Strategies to achieve these outcomes in 2014:

- Whole school is plotted and monitored on the Numeracy continuum.
- Staff undertake professional learning to support the implementation of the new Mathematics curriculum.

School Priority 3

Effective training and implementation of the National Curriculum.

Outcomes from 2012–2014

All staff have undertaken formal training and participated in professional discussions to support the implementation of the new English Syllabus in 2014.
Evidence of progress towards outcomes in 2013:

- All staff have undertaken training.
- All staff have participated in professional discussion within our Buckets Way Community of Schools and CLN groups as well as at a local level.
- Staff have experimented with writing units of work to support the implementation of the new English curriculum.

Strategies to achieve these outcomes in 2014:

- Participation in professional learning and discussions at a local, CLN and community of schools levels.
- Teaching and learning programs reflect the new curriculum.
- Continued supportive professional learning.

Professional Learning

Through professional development at a local level and with our Buckets Way Community of Schools and our CLN staff focused professional development toward the implementation of the new English curriculum and refining our knowledge of Literacy and Numeracy continuums.

Parent/Caregiver, Student, and Teacher Satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents expressed appreciation at the range and variety of activities and experiences available to students at Booral School.

Parents, students and staff agreed that the school provides a safe, caring, stimulating learning environment.

Parents and students agreed that school staff members are friendly, supportive and approachable.

Parents thought communications from the school had improved making it timely and giving better advice about up-coming events.

About This Report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Anthony Pearson Principal
Tracey Jacobson School Admin. Manager
Sue Parsonage Teacher
Dayanna Finch P & C President

School Contact Information
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2300 The Buckets Way
Booral NSW 2425
Ph: 4994 9266
Fax: 4994 9102
Email: booral-p.school@det.nsw.edu.au
School Code: 1311

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: